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THE UNIVERSITY OF CHICAGO

A MODEL OF DEVELOPMENTAL CHANGES IN THE WORK-LIFE OF THE COUNTY AGENT

ABSTRACT

OF

A DISSERTATION SUBMITTED TO

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BY

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(Abstract)[1]

A MODEL OF DEVELOPMENTAL CHANGES IN THE WORK-LIFE OF THE COUNTY AGENT

Purpose of the Study

The purpose of this study is twofold: (1) to develop a model, generally applicable to all professions, that identifies the commonly experienced developmental changes that occur in the behavior and attitudes of the male professional worker in a number of dimensions of his work-life; and (2) to modify the model so that it is specifically applicable to one group of professionals--county agents, adult educators in the Cooperative Extension Service (CES).

There is at present no theoretical construct for understanding developmental changes in the work-related behaviors and attitudes of adults throughout their careers. Consequently, the researcher, the administrator, the supervisor, the staff development leader, and the worker himself are hindered in their efforts to enhance the worker's personal and professional growth and his contribution to his work organization and to society.

Many approaches have been made to the study of adults in American society; too often, however, adulthood has been considered a single period of life, with the differences between adults due to each individual's personality idiosyncracies and with the individual's personality set by

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[1] The author's special field is adult education. Faculty members who guided this dissertation are Harold B. Dunkel (chairman), Herbert A. Thelen, and William S. Griffith.

age twenty. Yet students of human development are increasingly recognizing that adulthood is not one homogeneous stage but is a series of stages and that adults change in somewhat predictable ways as they grow older.

A central activity of an adult through which he derives and manifests personality change over his life span is work. Until quite recently, however, little attention has been paid to the relationship between adult personality development and occupational behavior or concerns. Even yet, scholars in the field of vocational development are investigating mainly the young person's process of vocational selection or the older worker's progression through the hierarchical "chairs" of status and position in his chosen profession. Occupational sociologists have dealt mainly with the worker and his concerns at the two ends of his work-life--when he is becoming socialized during the first year of a new position, and when he retires. Very little attention has been given to changes the worker experiences in his vocational behavior and attitudes throughout his work-life--particularly if he remains at one level of an occupational hierarchy.

This lack of attention to the development of the worker is perhaps a more serious handicap for the professional worker than for the blue collar or clerical worker, for it is the professional worker whose work behaviors and attitudes are open to a wide range of individual interpretations, whose choices greatly affect the quality of his work and his contribution, whose opportunities for growth are numerous, and whose growth and change are responsibilities shared by the organization and the worker himself.

The professional who is the focus of this study, the county agent, is a community-based representative of a university and has great potential for impact upon society; this potential makes it desirable that county agents

and persons who train and supervise them understand their work behaviors and attitudes, and ultimately find ways to help them grow and develop to their optimum level.

Like the county agent model, the general model is intended to describe the middle-class, professional male who is employed by an organization which has the client as primary beneficiary and which allows its employees some discretionary control over their work-lives.

The models are focused on men rather than on women because the complexities of the careers of women--with their high involvement in marriage and family matters and the resulting interrupted career lines--presented more variables than the writer wished to take into account in this study.

The concept of model intended in this study is that of a descriptive construct explaining or summarizing data, in a simplified way, about something that cannot be directly observed. It is not intended to describe an ideal toward which all workers should strive.

The developmental changes studied here are those which show a sequence of continuous alteration in an individual over time. They are not simply genetically determined nor are they necessarily indicative of growth or greater differentiation or complexity. They are products of interacting social, psychological, and physical forces and the individual's changing response to these forces as they change over time.

The Methods Used

The models are based on a set of postulates which may be summarized as follows: man is a need-meeting organism operating within a physical and social environment and doing work. A number of changes occur over his

life-span in (1) his needs; (2) his work, his family, his community, their ability to meet his needs and their demands on him; and (3) his biological condition and personality. The changes within the individual, in his general social environment, and in his work environment require him to integrate these changes with each other and with his prior condition and behavior. The general modes he uses to integrate the changes and conflicts resulting from these external and internal forces change over time, and are major influences in shaping the character of each stage of development and the behavior of the adult as worker in each of those stages.

These postulates are basic to the carrying out of the study in that they guide the selection, analysis, interpretation, and use of both data and theories in nearly all of the steps in the development of the models.

Five forces are identified in the postulates as being the major ones giving shape to the character of man's life: community, family, work, physical condition, and personality. Each of these forces is characterized as changing over time. Descriptions of each of these forces and how they change over time are developed in the following way: relevant theories, research, and general writings are examined;[1] those in accord with the postulates of this study are reported and synthesized in such a way that a set of age-related stages of the development of each particular force could be evolved.

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[1]The major works consulted are as follows: community--Neugarten and Moore, Neugarten and Peterson, Williams; family--Bigelow, Davis, Duvall, Glick, Hill, Kirkpatrick, Lansing and Kish, MacIver and Page, Pineo, Thompson and Streib; work--Becker, Blau, Brim, Caplow, Collings, Form and Miller, Friedmann, Goffman, Greenwood, Gross, Jacques, Hughes, Levy, Merton, Nosow and Form, Prestus, Strauss, Super, Vincent and Mayers; physical condition--handbooks of research by Birren, Brunner, Pressey and Kuhlen, Stevens, Tibbitts; personality--Buhler, Erikson, Frenkel and Brunswik, Havighurst, Houle, Jung, Kuhlen, Neugarten, Peck, Rosen; county agents--Collings, Cook, Copeland, Metcalfe, Netherton (twenty other studies of agents were consulted but not used directly). Writings by Harvey, Hunt, and Schroeder, and by Maslow are important in the conceptualization of the models.

These five sets of age-related stages describing the development of each force are then juxtaposed and a single set of general work-life stages are evolved; the stage divisions are imposed at those ages at which all of the forces undergo a change or (when those points do not coincide) at which the forces which most affect the work-life (i.e. work and personality) undergo significant changes.

The character of each of the work-life stages is determined by (1) listing all the identifiable conflicts and changes the worker might experience between conflicting demands and expectations at any one time (e.g. high time demands from both family and work), and changes over time, (2) analyzing this list and forming six basic categories of change and conflict that encompass all the specifics at a general level, (3) describing the alternative resolutions available to the worker in dealing with these major changes and conflicts, (4) projecting, from what is known about each stage, which of the alternative resolutions the worker would most typically use during each stage for dealing with each of the six major categories of conflict, (5) synthesizing the specific resolutions he employs during each stage into a general mode of integration for that stage, and (6) projecting detailed behavior that the worker is likely to exhibit in each stage from the basis of the general mode of integration he is employing.

The completing of all of the preceding steps produces a model describing the development of the professional worker in general. It is only generally applicable to all professions. Making it applicable to a specific professional group requires the identification of the peculiar and relevant characteristics of that profession and of the people in it, and the drawing out of the work-life implications inherent in those

characteristics. The general model is modified in this way to form the county agent model. The particular characteristics used to modify the general model in order to form the county agent model are listed in the dissertation. The implications of these characteristics modify the length of the stages, the conflict resolutions and general modes of integration employed, and the amplification of the characteristics of each of the stages.

The General Model

The general model consists of six age-related stages (the age divisions are approximate): the first stage is two years in length, the second stage lasts until age 30, the third through fifth stages each last a decade, and the sixth stage extends to retirement at about age 65. A summary of the general model is given in Figure 1.

The County Agent Model

The stages of the county agent model are identical to those of the general model except that the first stage of the agent model is only one year in length, and the second stage is thus one year longer.

The specific conflict resolutions and the general modes of integration probably employed by the majority of county agents at each stage of their careers are shown in Figure 2. In subsequent sections, the concepts represented in Figure 2 are described more fully in brief narrative portraits of the stages of the agent's career.[1]

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[1]It should be recognized that these portraits describe a majority of agents in each stage, but not all of them. Factors such as accelerated or retarded development, "accidents" in family or physical situations, job mobility and recycling processes, or early retirement make these descriptions inaccurate for some persons.

CATEGORY OF CHANGE, CONFLICT	ALTERNATIVE RESOLUTIONS	STAGE					
		I	II	III	IV	V	VI
Focus of Concern	Self Organization Client Community Society	Self	Organization Self	Self Organization Client	Organization Client Community	Self Client Community Society	Self
Focus of Activity	Acting Upon Both Acting Within	Within	Both	Both	Upon	Both	Within
Time Orientation	Past Present Future	Present	Present	Present Future	Present	Future Present Past	Past Future Present
Source of Rationale for Purposes Priorities	Self Client Organization Profession Discipline	Discipline Organization	Self	Organization	Organization (Habit)	Self	Self
Perceived Locus of Control	Self Both Others	Others	Both	Both	Self	Both	Both
Reaction to Locus of Control	Positive (+) Neutral (o) Negative (-)	+	- (org.) + (self)	+	+	-	-
General Mode of Integration		Egocentric, Willing Dependence	Negative Search for Independence	Decisive, Self-enhanc-ing, Deliberate Dependence	Assertive, Habit-based, Org.'ly Loyal Independence	Reorienting, Redefining, Lonely Autonomy	Integrity-Seeking, Counterde-pendence; Selective disengage-ment

Figure 1. Resolutions and Integrations of Conflicts and Changes Evolved by the Worker in each Stage of his Work-life (General Model).

CATEGORY OF CHANGE, CONFLICTS	ALTERNATIVE RESOLUTIONS	STAGE 1	2	3	4	5	6
Focus of Concern	Self Organization Client Community Society	Self	Self Organization Client	Self Organization Client Community	Organization Client Community	Self Organization Client Community Society	Self Client Community
Focus of Activity	Acting Upon Both Acting Within	Within	Both	Both	Upon	Both	Within
Time Orientation	Past Present Future	Present	Present	Present Future	Present	Future Past Present	Past Future Present
Source of Rationale for Purposes, Priorities	Self Client Organization Profession Discipline	Organization	Client	Self Organization Discipline	Self Organization	Mythical Idealized Organization	Self
Perceived Locus of Control	Self Both Others	Others	Both	Both	Self	Both	Both
Reaction to Locus of Control	Positive (+) Neutral (o) Negative (-)	+	- (org.) o (client) + (self)	+	+	-	-
General Mode of Integration		Egocentric, Imitative, Intense, Willing Dependence	Client-pleasing, Negative Individualism	Positive Independence; Decisive, Self-enhancing, Selective Dependence	Assertive Habit-based, Org'ly Loyal Independence	False Autonomy; Negative Independence; Creation & Use of Mythical Idealized Organization	Reorienting, Redefining, Integrity-seeking, Counterdependence; Selective Disengagement

Figure 2. Resolutions and Integrations of Conflicts and Changes Evolved by the County Agent in each Stage of his Work-life.

Stage 1

The stage 1 agent, marked as a neophyte by his title (associate or assistant agent), is in a new situation which makes a wide variety of complex demands on him, yet he has had less preparation than have other professionals. He deals with these demands through devoting much energy to imitative learning, an egocentric concentrating on himself and the present immediacies of his work, and an intense and willing dependence on his coworkers, supervisor, and clients.

He focuses his concern and his activities largely upon and within himself. Although he is busy going to meetings and working with clients, in these activities he is focused on his own learning, adjusting, conforming, observing, and testing himself.

He has a present time orientation; he sloughs off his immediate past, retaining and capitalizing only on his up-to-date subject matter knowledge.

If he does begin his work with a rationale for program purposes and priorities, it is likely to be based on misconceptions and has to be unlearned. He generally acquires his rationale from the organization through a process of assimilating it from specific directives given him and from experiencing the ways that others in the organization interact with him and with clients.

He feels controlled by others (primarily his supervisor and close coworkers, but also his clients). He reacts to this control positively; he seeks and welcomes guidance and direction.

After experiencing and surviving a complete range of program activities in his first year, he is no longer considered a new agent, and moves into stage 2.

Stage 2

After a year of intense dependence, the agent now engages in a negative search for freedom. He achieves much freedom from organizational constraints, but does not reach a state of having firmly established internal controls, a rationale for his work, or a secure knowledge of the ends for which he wants to use his new freedom. Rather than independence, he develops a negative individualism. He doesn't yet recognize the difference between these two states.

He has concern for clients, organization, and self. In a state of limbo concerning the organization, he emphatically turns to his clients for his definitions of his proper work , success and rewards. He becomes very busy trying to respond positively to all of their requests. He struggles against the organization--questioning it, testing its limits, reacting against it and its ambiguities. He continues the learning he didn't complete in hi induction year, and engages in new learning efforts to deal with new responsibilities (and perhaps a position in a different county).

He focuses his activity both upon the external world as well as within himself.

He is highly oriented toward the present.

He feels he is increasingly gaining control of his life and work, and is pleased by this fact, yet he recognizes that many external controls remain. He reacts negatively to those controls exerted by the organization; he feels many frustrations because of the complexity of his tasks, the ambiguities within the organization, and its apparent lack of ability to help him. When these frustrations become too great he responds by rejecting the organization.

When he becomes dissatisfied with his own negative individualism,

he moves into a more positive stage 3.

Stage 3

The stage 3 agent achieves a positive independence, an autonomy of purposes, priorities, and criteria. He tries to enhance his status within the organization, and gives attention to strategies for advancing. A major strategy is selective dependence: being loyal to the organization when possible without internal conflict, exercising freedom in most areas, negotiating important differences until an accommodation is reached that will not hinder his advancement.

Although he broadens his concern so that it includes organization, clients, and community, most of his concern for the organization, and some of his concern for clients and community is aimed at using it and them to his advantage to achieve higher status and power.

His activity is directed partly within: developing a rationale for purposes and priorities, renewing and expanding his competence in subject matter fields, clarifying his professional identity and goals, and mapping his strategies for advancement; however, his activity is largely directed outside himself: manipulating client planning groups, helping clients develop and be successful, interpreting program accomplishments to his supervisor, negotiating differences with his supervisor, and mobilizing selected segments of community interests. In these activities, he has both a present and future time orientation; however, his concern for the future is one for his future.

His need to establish priorities leads him to a deeper consideration of purposes, and he turns to some academic discipline (through graduate study) and his own organizational literature for help. He integrates these ideas with his own to form his rationale.

His response to his independence--selective dependence stance is positive. He feels that even when he has to yield to the organization it is to his advantage for purposes of advancement.

This advancement occurs early for the agent, and moves him into stage 4.

Stage 4

During this stage, the agent advances to his peak position (agent in a "better" county), power, and prestige. He is assertive, habit-based, independent, and yet loyal to the organization.

As an active, present-oriented, assertive, and confident person, he is no longer concerned with self; he directs his concern and activity outward--toward the organization. He uses his supervisor and others for purposes of affirming his status, and improving the organization; they in turn use him to test and legitimize their ideas to other agents. He exercises an insightful proficiency in working with clients and community.

He bases his purposes and priorities on habits of thought he developed in stage 3.

In spite of his skills, power, and independence, he gives the organization his rather total commitment and an increasing acceptance of its purposes and accomplishments. It has treated him well, and he feels his loyalty is fair payment. He also recognizes that he has become the symbol of the organization for many people; he typically accepts a responsibility for the welfare of the organization in this situation, and thus deepens his loyalty to it.

His feelings toward the organization and to his own independence are positive. He is, however, insensitive to the subtle controls the organization exercises over him.

Eventually the period of peak power and prestige begins to plateau, he becomes aware of limitations and of the subtle control the organization has over him, and moves into the fifth stage.

Stage 5

This stage is one of stress, stock-taking, and some reorientation. In addition, the agent finds he is developing a negative reaction both to his organization (because of a build-up of its inconsistencies and inability to meet his needs), and to the abstract forces impinging on him.

He believes strongly in the CES, is dedicated to its purposes, and believes there is a higher good than self, and that this higher good is the organization. Yet he has negative feelings about that organization. He reacts either by (1) fleeing the conflict, "retiring" in effect while still going through the motions of his work, or more probably by (2) creating an idealized, mythical CES--the CES as he thinks it ought to be.

This idealized, mythical organization gives him a focus and reason for his dedicated efforts to help people; it gives him a basis for judging his own behavior, knowledge, productivity (even though slowed), and accomplishments as adequate; it gives him a way of rationalizing limitations imposed on him by those who threaten to by-pass him. It gives him a way to be loyal to something to which he wants to be loyal but which he in fact rejects. He puts the good of this organization (his myth) above self. It controls him as well as providing his source of rationale for his program. He is not totally aware of this device, or of the control it exercises; the autonomy which he feels he has achieved is thus a false autonomy.

He becomes intensely aware of the shortness of his future; he discerns startling differences between the quality of his past and the anticipated quality of his future. These insights influence his work

significantly.

He adds two concerns now, largely because of his changed time orientation: self and society. His revised concern for self comes from the stresses common to this stage, and his need to find ways to cope with them. His concern for society grows from his increased need and opportunity to take a larger view of life as well as from his long experience of involvement in community issues.

Eventually he finds his mythical idealized organization device is not a sufficient means for coping with increasing stresses and the imminence of retirement. He then moves into stage 6.

Stage 6

In his final work stage, the agent submerges his ideal organization device, forms reorientations toward work, redefines success, and becomes more truly autonomous. The emergence of autonomy is joined with his search for the integrity and wholeness and meaning of his life, and is expressed in several ways: (1) he depends on others to affirm the success of the contribution he has made in his career, but the criteria are ones he develops; (2) he depends on others to perpetuate his goals and plans, but selects those others from among his favorite colleagues or clients, and the ideals and goals he hopes will be perpetuated are ones he has developed; (3) he shares his unique wisdom with those who will remain after his retirement; and (4) he becomes more conscious of his own personal goals as he makes plans for his post-retirement life.

He disengages selectively--he re-establishes his priorities and avoids trivial tasks in favor of major projects he wishes to complete in order to finish out his career in style.

There are many stresses and difficulties in this stage, and in coping with them, he becomes counterdependent toward the organization. He needs the organization, but resents it and its threats. He reacts negatively toward it and turns to his clients and community for satisfactions and rewards. In his interaction with them, he has an awareness of all aspects of time--past, present, and future. This full awareness of time gives him a dignity and a fullness of purpose in his work.

In spite of the generally positive tenor of this period, inconsistencies of behavior, defensiveness, and resentments are likely to be expressed at times. The closing out of a career is seldom easily accomplished.

Specific Work Behaviors

In order for the models to be most useful for practice, it is necessary to translate these somewhat abstract and general descriptions, conflict resolutions, and modes of integration into more specific work-related attitudes, perceptions, and behaviors. Sixteen aspects of the work-life are identified and the probable attitudes, perceptions and behaviors in regard to each are projected for both the general professional and the county agent.

The sixteen aspects are

1. The worker and his work tasks
   (a) pace of productivity, creativity, and learning
   (b) perception of relations between work and theory or ideology
   (c) perception of skills most needed
   (d) stances taken toward clientele and community

2. The worker and his organization
   (a) acceptance of official aims of the organization
   (b) understanding of formal and informal structures and expected role behaviors of others
   (c) perception of his place in the organization
   (d) identification with the organization--its symbols and fictions--and loyalty to it

(e) status, power, rewards
(f) relationship with authority figures
(g) perception of relationship of organization membership to profession

3. The worker and his self and interpersonal relations
(a) congruence between self-concept and role potential and expectations
(b) involvement of self in job, time investment
(c) identification of important others, socializing agents, models
(d) integration in informal colleague group

Utility of the Model

Utility for Practice

The utility of the model for practice lies in four areas: (1) helping the county agent understand and deal with his development and his career more effectively, (2) suggesting a broad definition of the function of the staff development leader, (3) helping the staff development leader design educational programs for and with agents, and (4) suggesting possible organizational policy changes that could enhance the development of the agent and the effectiveness of the Cooperative Extension Service.

Agent Self-Understanding

The model provides the individual agent with a tool for his efforts to understand himself better; to deal more effectively with the stresses, conflicts, and opportunities of his career; and to plan and guide his own learning and development. However, most individuals will require help in understanding the model, interpreting their own behavior and concerns in relation to it, and deciding how to apply these insights in their own lives. Therefore, the staff development leader is seen as a crucial link in the agent's use of the model.

Defining the Staff Development Leader's Function

The staff development leader who is concerned with the implications of this model will define his function so as to include the following three areas of responsibility:

1. designing or helping to design and carry out training programs to aid the total staff (or some group of staff) to implement some new organizational policy, procedure, or program (this training would be tailor-made to each stage-group);

2. designing programs to help staff members progress through their career stages, as outlined in the model, as effectively and efficiently as possible; and

3. creating means to help individuals or groups of staff alter their career development to a pattern or pace other than that described in the model.

Staff Development Leader Functioning

In the dissertation, a number of illustrations are given of how the model can help the staff development leader carry out his work in each of the three areas of responsibility given above, and of programs he might design. Only a brief summary can be given here.

Designing training programs.--The model suggests that a uniform training program for all agents is an inefficient and ineffective way to introduce new programs or policies to a staff. If two assumptions are valid--i.e. that the needs and motives of the learner must be taken into account and that the learner should be involved as much as possible in planning and conducting his own learning program--training programs must be tailor-made for each stage-group of agents. In designing these programs, the staff development leader can extract data about his learners from the model and draw out the necessary implications for his planning. Relevant

data for each stage-group in the model include the prevailing motivations, the methods and avenues agents are using for learning, what agents are already attempting to learn and what sources of reward are important to them.

Aiding progression through career stages.--To carry out this responsibility, the staff development leader should engage the agent who is about to move into a new stage in an active counselling and planning process. Together, and perhaps with stage-peers of the agent, they should identify the resolutions he has reached in the stage he is about to leave, the conflicts he will face, and the resolutions he is likely to reach in the next stage. At this point, the agent should have the opportunity to accept or reject the anticipated resolutions; if he rejects any, he substitutes more desirable ones. They attempt to identify what difficulties he might have in making the transitions and which transitions will be most difficult for him. Finally, they would identify the transitions to which he needs to give special attention and would plan a special program to help him overcome the difficulties and make the transitions as easily as possible.

Changing career pace or pattern.--An individual may choose not to accept a conflict resolution given in the model; he may choose an alternative which seems more appropriate for him. The model has utility if it serves to clarify likely patterns of development so than an agent can make such a decision. Further, the model would help such a person, in consultation with the staff development leader, to employ a process that would include (1) identifying the forces which tend to reinforce or support the new desirable behavior and suggesting ways to strengthen these forces, (2) identifying the forces which tend to negate the desirable behavior and suggesting ways to minimize them, and (3) developing an overall, integrated

program design.

Effecting these kinds of changes in the life of an individual is complex and difficult. It requires the staff development leader to exercise an outstanding range of skills in educational process, and a profound understanding of human development and learning.

Policy Considerations

It is not only the worker who must alter his behavior in order to improve a problem situation; often the institution should be changed. The model reveals several points of stress where typical behavior of the agent is dysfunctional both to himself and to his institution, and where policy modifications may be the more reasonable solution. Lengthening the induction stage to two years, intensifying and systematizing the learning opportunities of this period, and organizing encounter sessions between agents at the end of their 2-year induction training and their supervisors and administrators are changes that would alleviate much of the difficulty of stage 2. Policy changes which would relieve much of the stress of the fifth stage are (1) establish a rotation system in which no agent would stay in the same county longer than ten years; (2) create a longer career ladder for county agents, and (3) make retirement at age 50 optional with a mandatory consideration of the possibility of retirement at that age. This policy must be accompanied by three provisions: employment and personal counselling, option for replacement or continuation in the organization after retirement from the agent position, and more widely interchangeable pension plans. A further policy consideration that is suggested by the implications of this model is that CES should continue and strengthen the position of staff development leader in each state.

Utility for Research and Theory

The contribution of the model to research and theory is in four areas: (1) it provides a base for instrumentation and validation for those wishing to study further the career development of county agents or other professionals; (2) it provides a base for those who wish to consider additional elements and develop further modification in the model; (3) it provides hypotheses and assumptions for those wishing to build a more complete theory of career development, or more generally, adult development; and (4) it integrates theories from several diverse fields of study and provides the impetus for further integration.

Instrumentation and Validation

Instrumentation and validation of the model is important and prerequisite to further research and theory building. The researcher should be concerned to discover whether or not the conflicts identified in the model are indeed present within the age categories specified, whether or not these conflicts are typically resolved as indicated in the model, and whether or not these resolutions result in the projected specific behaviors at each stage.

Extension of the Model

A number of factors are not taken into account in the model. If they were considered, the model might incorporate the following modifications: (1) a branching system that would allow for an atypical selection from the alternative resolutions at each conflict point and would indicate the consequences in later stages of that selection; (2) separate models or a branching model based on the different work-orientations or organizational accommodation types found among agents and other professionals; (3) additional

elements added to the model to indicate the nature of the processes of recycling for the agent who changes counties, the man who joins CES at an advanced age, etc.; and (4) additional elements or possibly different timing within the model to describe the development of the man who eventually moves up in the hierarchy of the CES or moves out of it altogether.

Theory Building

One of the major differences between a model and a theory is that the model describes what is, in a simplified form, whereas a theory describes why things happen as they do, why a given set of relationships exist.

In one sense, the present model is a theory in that postulates about the nature of man and his development are identified, and the elements of the model are in fact hypothesized logical outcomes of those postulates. It is an incomplete theory, however. In a previous section, possible extensions of the model were listed; other aspects of the dynamics of development of the worker that need more explanation in order to form a more complete theory include these: (1) what causes a man to experience (be aware of) conflicts, and what influences his choice of the resolutions of these conflicts that he selects? (2) What is the effect of the level of the worker's awareness of the conflicts he is experiencing and the resolutions he is reaching on the pattern and pace of his development? (3) What is the pattern of the relative strength of the influence of each of the basic forces over the man's adult life? (4) How subject to change is the whole pattern and pace of development via deliberate learning activities? (5) What are the causes and factors associated with arrested development and accelerated development? Hypothesized answers to these questions would add to the theory and would suggest research questions to test their validity.

In a second approach to theory building, the elements of the model can be considered to be either independent or dependent variables in further research efforts. As enough of these related studies are done, their findings could be synthesized into a theory of the dynamic of career development.

Integration of Theory

In its present state, the model employs and brings together theories and concepts from a number of diverse fields. Any further work in extending the model and developing the theory of developmental careers will necessitate additional and continued interrelating of these fields.

The model provides a reason and a means for scholars concerned with man to push forward their study in an integrated way, whether their discipline is family development, career development, organizational sociology, biology, ego psychology, learning, or adult teaching. One specific process through which this integration will occur is through researchers in all of these fields enlarging their conceptualization of adulthood to one of a period of life consisting of fairly common and predictable stages of development. Further, the common element within a given stage of development, i.e. the general mode of integration, could become a crucial concept in the work of the humanistic psychologist and especially of the scholar of the processes of facilitating adult learning and growth.

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